DOCUMENT RESUME

ED 401 198 SO 026 957

AUTHOR Tindall, Loretta Carbone
TITLE A Comparison of Teaching Social Studies Using a Traditional Textbook Approach versus Using a Literature Based Approach.
PUB DATE 96
NOTE 114p.; Master's Research Project, Mercer University.
PUB TYPE Dissertations/Theses - Undetermined (040) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Grade 5; *Holistic Approach; *Instructional Materials; Interdisciplinary Approach; Intermediate Grades; Language Arts; Language Experience Approach; *Literature; Literature Appreciation; *Social Studies; *Teaching Methods; Whole Language Approach

ABSTRACT

This study compares a traditional method of social studies teaching to a literature based approach. The study sought to compare student attitude, achievement, and retention of the material presented. The study involved 37 fifth-graders, one class using a literature based approach and the other traditional textbook teaching. Content objectives for both classes were the same. A pre- and post- attitudinal survey was administered along with an achievement and retention test. The results indicated no significant differences in attitudes toward social studies prior to the implementation of the study or in the achievement of both groups on the unit test. The researcher did calculate a significant difference in the attitude of students toward social studies after the study and a significant difference in retention of content with a literature based approach. Students in the literature based group also tended to move into higher order thinking areas of evaluation and comparison. Contains 32 references. Extensive appendices include the retention test, the achievement test, and the attitudinal survey, unit objectives, the equivalency t-test, sample lessons, a bibliography, culmination project, and raw scores and statistical results. (EH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 401 198

50

A Comparison of Teaching Social Studies Using a Traditional Textbook Approach Versus Using a Literature Based Approach

by

Loretta Carbone Tindall

Mercer University
Atlanta, Georgia

Spring 1996

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

L. C. Tindall

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SO 026 957

BEST COPY AVAILABLE

A special thanks to my husband and my parents. Without their love and support none of this would have been possible.

In presenting this research project in fulfillment of the graduate degree requirements at Mercer University, I agree that Mercer University shall make it available for inspection and circulation in accordance with its regulations concerning materials of this type. I agree that permission to copy from this project report may be granted by the University when such copying is for scholarly purposes and does not involve potential financial gain. It is understood that any copying from this report which involves financial gain will not be allowed without written permission.

Loretta C. Tindall

Loretta C. Tindall

A Comparison of Teaching Social Studies Using a Traditional Textbook Approach Versus Using a Literature Based Approach

by

Loretta Carbone Tindall

Abstract

Purpose

Social studies. The idea to many, especially the student, the word brings such synonyms and ideas such as: yawn, dull, boring, "what's the difference they're all dead anyway," and "why can't we do something interesting?" to mind. To many social studies has traditionally been names, dates, places, and events that are memorized and regurgitated for the test. Information that was soon to be forgotten, unless one was entering in a quiz show or trivia contest. Does it have to be so? This researcher does not think so.

Social studies content includes economics, politics, history, and sociology. By studying these social sciences the goal of the learner is to become an active and productive participant in the society using the knowledge gained to make informed decisions. The curriculum goal fails if social studies knowledge is not useful and memorable.

The purpose of this study was to compare traditional methods of

social studies teaching to a literature based approach to teaching the same content. Comparing attitude, achievement, and retention of the material was the goal of the researcher.

Methodology

The study involved 37 fifth grade students. One class was instructed using a literature based approach, and the other using traditional textbook teachings. The content objectives for both classes was the same. The study was conducted over a six week period. For each group a pre and post attitudinal survey was administered, an achievement test and a retention test were also given.

Results

The results of this study indicated there were no significant differences in the attitude toward social studies prior to implementation of the study or in the achievement of both groups on the unit test. However, the researcher did calculate a significant difference in the attitude of students toward social studies after the study and a significant difference in retention of the content. The results favor using a literature based approach for increasing the retention of social studies content. Further analysis of the data showed that the students who were taught using a literature approach rather than the textbook method began using the previous content learned, and students began comparing and evaluating that data to new books and new content.

Based on the results of this study the researcher recommends

further research in comparing textbook and literature based approaches. Future long term studies can confirm the results of this study. With the evidence from this research, literature based social studies instruction is successful in improving attitude in learning and remembering the social studies content. With this significance literature should be infused in the social studies curriculum.

Table of Contents

Chapter	Page
I. Introduction and Problem Statement.	1
Rationale.	1
Statement of the Research Problem	3
Definitions of Terms.	4
Assumptions.	6
Delimitations.	6
II. Review of the Literature.	8
Introduction	8
The Textbook Approach to Teaching Social Studies . .	12
Literature as the Alternative	16
Resistance to Change	21
Purpose of this Study	25
III. Research Methodology.	27
Overview of Project.	27
Hypothesis.	28
Description of the Sample.	28
Instrumentation.	30
Design.	31
Procedures.	33

Method of Data Analysis. 35

IV. Results and Conclusions. 36

Purpose 36

Results of Data Collection and Analysis . . . 37

Discussion of Results 40

Limitations 43

Implications for Classroom Practice 44

Recommendations for Further Research . . . 47

References. 49

Appendices

Appendix A: Retention Test 53

Appendix B: Achievement Test. 60

Appendix C: Attitudinal Survey 65

Appendix D: Unit Objectives 68

Appendix E: Equivalency t-test 71

Appendix F: Sample Lessons of Control Group . . 74

Appendix G: Sample Lessons of Experimental Group . 76

Appendix H: Bibliography of Experimental Group Lesson Plans. 84

Appendix I: Culmination Project for the Experimental Group . . . 89

Appendix J: Retention Test Raw Scores . . . 92

Appendix K: Retention Test Statistical Results . . 94

Appendix L: Achievement Test Raw Scores . . . 96

Appendix M: Achievement Test Statistical Results . . 98

Appendix N: Attitudinal Survey Raw Scores. . . 100

Appendix O: Attitudinal Survey Statistical Results . . 102

Chapter I

Introduction and Problem Statement

Rationale

Social studies, two words that strike fear and loathing in the hearts and minds of students. Does learning social studies need to be this way? The purpose of the social studies curriculum is to allow students to become knowledgeable, thinking, and involved citizens in the local and the world community. Social studies content includes history, politics, economics, and the study of social changes that have affected our country, as well as the rest of the world. To be an informed citizen was an honor held by the ancient Greeks. The informed citizen was one of great need to the community, with the ultimate leader being the philosopher king. The Renaissance Man of the period following the Middle Ages also was learned in politics and social philosophy of the day. What has changed to make the learning of social studies a dreaded experience by students rather than an honor?

The primary basis for teaching social studies in the United States is the textbook. Using the textbook provides a basic guide for instruction for teachers. Relying on the textbook as the only source of information for the teaching of social studies has become common place. However is this the best way to teach our students? In a study done by Larkins, Hawkins, and Gilmore (1987), their research concluded that eliminating the social

studies curriculum was a more favorable alternative to using the textbooks. In a later study continuing on the previous research, social studies textbooks were found to be full of "trivial and noninformative content" (Larkins & Hawkins, 1990). It was found by both studies that the information in primary social studies texts was redundant, noninformative, and provided little new information for the learner (Larkins & Hawkins, 1990; Larkins, Hawkins, & Gilmore, 1987). With this research in place why must social studies continue to be a method of torture for our students rather than in depth learning of history, politics, and citizenship?

Many have begun asking this question, and social studies instruction is beginning to change. Social studies learning is becoming more holistic. Teachers are beginning to search for literature based alternatives to an empty curriculum that offers only contrived exercises with little meaning (McGowan & Guzzetti, 1991). Teachers are starting to use literature as a supplement to the textbook or as the textbook. By using literature, a whole new world of learning opportunities has opened for students.

Selecting literature to use for teaching social studies is no easy task. Books cannot be arbitrarily pulled off the shelves and used in place of the textbooks. Quality books must be chosen that reflect the social studies content (McGowan & Guzzetti, 1991). Teachers have a variety of sources available that offer bibliographies and lesson plans for the teaching of social studies. Teacher supply stores, journal articles, and even textbook

companies are providing more and more material that is literature based for teaching social studies content. Teachers are becoming more comfortable with the use of literature in the classroom. Social studies instruction is beginning to expand beyond its traditional barriers (Clarke & Smyth, 1993).

The heralds of old used to bring their stories by word of mouth. Storytellers would keep the historical records of generations memorized to share with the gathered listeners. These ancient teachers of social studies kept their social studies curriculum alive by presenting an interesting and informative content. The citizens remained informed because the stories were interesting. We have the same opportunity to bring this content alive to our students through literature. Literature is a valuable resource for learning. Books bring events of the past to life for students. Stories bring meaning to events that a dry textbook cannot convey. Literature provides an opportunity for reflective thinking and open discussion for students. Books are the key.

Statement of the Research Problem

In conducting the research comparing the traditional approach of teaching social studies to the use of literature as a basis for instruction, the researcher wanted to identify three areas for comparison: retention, achievement, and attitude.

The primary question addressed by the researcher for this study was:

Was there a significant difference in the retention of social studies content when the learner was taught using a traditional textbook method compared to using literature based instruction?

The secondary question addressed by the researcher in this study was:

Was there a significant difference in academic achievement in social studies content when the learner was taught using a traditional textbook method compared to using literature based instruction?

The tertiary question addressed by the researcher in this study was:

Was there a significant difference in the learner's attitude toward the study of social studies when using a traditional textbook method compared to using literature based instruction?

The researcher attempted to show that a significant difference existed between these two methods of instruction indicating that teaching social studies using a literature based approach was more effective than the traditional teaching of social studies content.

Definitions of terms

The following definitions apply to terms used by the researcher while conducting the experiment.

1. Traditional Instruction: Using the textbook as the only source of instruction. Learners used the textbook to find all information related to the unit topic. Learners were only required to read each section and

answer the questions that followed at the end of the passage.

2. Literature Based Instruction: The learner used a variety of sources to obtain information about the unit of study. Included in the sources, but not limited to, were: biographies, poetry, picture books, non-fiction books, chapter books, and historical fiction.

3. Trade books: Books other than the text book used to supplement instruction.

4. Retention: The ability of students to retain content after the material has not been taught for a specific length of time. The retention test in this study was given three weeks after the achievement test.

5. Achievement: The ability of the learner to recall, comprehend, and analyze the materials stated in the unit objectives.

6. Attitude: The feeling of the learner toward the topic of study whether positive or negative.

7. ESOL: English Speakers of Other Languages

8. Resource: Support offered for students who have specific emotional or academic needs that cannot be met in the classroom. These students have an IEP and fall under the label of Special Education.

9. Focus: Students in this program have been labeled as academically gifted.

10. Title I: Students in this program qualify under federal guidelines for extra academic support outside the classroom.

Assumptions

The researcher made the following assumptions prior to the implementation of the experiment:

1. The testing materials used by the researcher were valid instruments.

2. The learners had little prior knowledge of the social studies content due to the fact that fifth grade is where the content is first addressed.

3. The teaching style of the two teachers would have no effect on the results of the experiment.

4. The two classes used were of relatively equal achievement and ability.

5. The learners worked to the best of their academic ability and answered truthfully on all surveys.

6. The study eliminated from the collection of data ESOL students and students that were added to the class during the experiment.

Delimitations

The following were delimitations to the research conducted:

1. Students who transferred to another school during the experiment were eliminated from the study.

2. The study was limited to those students who did not miss more than six class periods of social studies.

3. Students with achievement below the third grade in reading

were eliminated from the study.

4. Students included in the study had attended the school for at least six weeks prior to the study.

Chapter II
Review of the Literature

Introduction

> Once upon a time, as old stories tell us, there was a Duke named Theseus. He was lord and governor of Athens, and in his day was such a conqueror that there was none greater under the sun. He had conquered many a rich country." (Chaucer).

Thus begins the "Knight's Tale" of Chaucer's Canterbury Tales. With rich language, Chaucer relates tales of adventure, of daily life, of nobility, and of the vulgar. His short stories have survived since the late fourteenth century and are often required reading in high school and undergraduate English classes. By reading Chaucer's work, one can gain insight into the thoughts and attitudes of life during the late Medieval period. One can evaluate the politics, the culture, and what was important in the daily lives of the English. Through Chaucer's story we are transported to another time and place and encounter a different way of thinking about the world around us. Perhaps that is why the story has survived for over six centuries.

What makes a story valuable? How does a story survive for over six centuries? Interest. Chaucer's Canterbury Tales is interesting reading. It is even interesting when using a more complex or archaic translation. The writing is simply good. Teachers of English know this. They use this

book and many others in their curriculum. They teach these novels as required reading. But are books such as Chaucer's limited only to literary merit? No. They have historical merit as well. So why don't teachers of history, of social studies use these quality books for their instruction also?

Social studies instruction is an essential part of the American school curriculum today. History, politics, economics, sociology, anthropology, geography, law, philosophy, the humanities, and citizenship are all part of the social studies curriculum. The goal of this curriculum is to create enlightened citizens that can actively participate and contribute positively to society. Students are taught to use critical thinking skills to evaluate the past and present in order to understand society and prepare for the future.

Advocates of using literature as a supplement to the social studies text or as the social studies text have been documenting reasons for this instructional method for 60 years (McGowan & Sutton 1988). McGowan and Sutton's (1988) study was designed to find out why if the practice of using literature is recommended why isn't it used. Their study found that although using literature in the classroom was recommended by theorists, rarely was the documentation and the proof necessary to convince instructors that the method would be effective. Without the evidence needed to prove the effectiveness of literature, teachers resisted a method that used "whimsical picture books" (McGowan & Sutton, 1988). Theorists did not improve their approach to convincing educators, and educators remained unconvinced. Social studies instructional methods remained the same.

Social Studies instruction has remained stagnant (Morrissett, 1981) and without instructional and curriculum reform in the twentieth century. Social studies instruction has resisted reform. Now huge publishing houses and textbook companies dominate the social studies curriculum (Woodward, Elliot,& Nagal, 1986). Nearly 90 percent of classroom instructional time for social studies is guided by the textbook and textbook materials (Woodward et al., 1986) Teachers and school districts mold their curriculum based on the textbooks and rely upon what is provided by the textbook company. With commercial publishers dominating the curriculum and the supply of material, teachers have relinquished their control of the curriculum (Woodward, et al., 1986).

According to Ravitch (1987), however, literature was the social studies curriculum prior to the 1930's. Large textbook companies did not dominate the curriculum. Children in public schools read myths and legends, read about American heroes and pioneers, and read fairy tales. Teachers had control of the curriculum in the classroom. Ravitch (1987) faults the "expanding environments" social studies curriculum as the downfall of meaningful social studies and historical teachings. This method begins in the primary grades with studying the home, family, and community, gradually moving to city, state, country, and world. The curriculum was designed to create more aware citizens, but also to allow the child to study the familiar. Ravitch (1987) finds no rationale for the change from literature to "expanding environments" other than it fitting

the political agenda of the 1930's progressivists. The "expanding environments" curriculum has remained basically unchanged and is still the most common structure for social studies curriculum used in American schools today. Now it is traditional instruction.

What does the future hold for social studies instruction? According to Hartoonian and Laughlin (1989) in their study to design a scope and sequence for social studies for the 21st century:

> Social studies education is the primary purpose of schooling. It constitutes the school subjects most directly concerned with the study of civilization, the development of reflective thinking, and the improvement of society through enlightened civic and social participation. Although this responsibility falls partly on other segments of the curriculum, it is the social studies that assume direct responsibility for students to study and practice making personal and public-policy decisions as a part of their ongoing citizenship responsibilities.

The four goals of the scope and sequence of Hartoonian and Laughlin include: creating a democratic citizenship, an understanding of the heritage of the United States and the diversity of other societies, learning about societies and the histories of those societies, and using knowledge to evaluate complex thoughts and create new ideas and structures. Not only does this structure put a high moral obligation on the instructor to create such free thinking individuals, but also the question of "how?" and "how long does this take?" remain for the instructor. Will textbooks meet the

needs of this plan for the future?

Social studies instruction needs to return to its roots, the original tradition of passing information through oral history and the written story. "Stories have been the means for the oral transmission of history in addition to serving as other functions, religious, cultural, and political." (Apostol, 1986). Even within families the story of the past is what binds us to generations of long ago or between generations. Stories create a bond and a memory. With so many stories available to us to teach about the past, present, and other cultures, social studies educators need to revisit the ideas of current theorists and remember that stories not textbooks were the means of teaching history for thousands of years.

The Textbook Approach to Teaching Social Studies

"Much of the content in current texts is redundant, superfluous, vacuous, and needlessly superficial" (Larkins, Hawkins, & Gilmore, 1987). "We would rather abandon social studies than to use these teaching materials" (Larkins & Hawkins, 1990). These are powerful statements against the use of textbooks in the classroom for teaching the social studies curriculum. Are the textbooks really that bad? Are textbooks so damaging and useless that it would be best to not teach social studies than to suffer through irrelevant content? Ask most elementary students what their opinion of social studies is and invariably a chorus of groans resonates throughout the room. Even in the intermediate and high school grades groans are heard when the list of course requirements include history or

any of the social sciences. Why must social studies seemingly be such torture to our students? Is the content truly that dreadful, or is our presentation of the content limited and boring?

In American schools today teachers rely almost entirely on the textbook and textbook materials (Woodward, Elliot, & Nagal, 1986). Why have teachers released the control of the curriculum to the textbook manufactures? Woodward, et al. argue that perhaps:

> ...the elementary teacher simply cannot assemble the necessary supplementary materials because of inadequate preparation time, the emphasis by districts on basic skills instruction in mathematics and reading, and the demands of classroom teaching. It can be further argued that, given these factors, textbook programs at least represent a basic resource to ensure that pupils have access to reasonably good quality and skills instruction that meet most generally accepted curriculum goals in most districts.

This insurance that students receive some instruction in social studies is a positive premise as long as the materials being used are adequate and appropriate. As referenced by Woodward, et al., research done by Elliot, Carter, Nagal, and Woodward (1984, 1985) show that the textbook materials used in schools today are "seriously problematic." The research of Larkins and Harkins (1990) support this claim in their review of primary social studies texts. The research states: "It is as though the very dullest, most unimaginative and uninquisitive, and in a sense the stupidest people wrote the text intended to turn children into dumb clones

of dull adults." If this is the content we present to students, it is no wonder why our students when faced with the task of social studies groan with dread.

Why are textbooks such poor instructional material? Certainly textbook companies do not hire the "stupidest," "most dull," adults in the nation to compose the social studies text. Surely these companies have more integrity than to bombard the school systems that purchase the materials with stupid materials? Woodward, Elliot, and Nagal (1986) conclude the reason why texts are of such poor quality is that the texts have a:

> ... preoccupation with superficial yet broad content coverage, lack of care and content choice and presentation, absence of "point of view" and the use of readability formulas that result in "inconsiderate" content presentation involving short sentences, simple vocabulary and the exclusion of connectors and references that help make texts easier for youngsters to comprehend.

This analysis of the common social studies text is not favorable. Yet educators continue to use the textbook as the primary source of instruction in the classroom.

Comprehension. Do the students reading the textbook understand what they are reading? Textbooks are more difficult for students to read and comprehend than narrative material due to the familiarity of the writing style (Apostol, 1986). The historical content of the text becomes overwhelming to the student who is not familiar with the context.

Not only must the student grasp new content, but also new vocabulary. In the textbooks vocabulary is various and inconsistent. Students must read, decode vocabulary, relate the vocabulary back to the content, and comprehend the information (Drake & Drake, 1990). With this challenge the text becomes even more of a monster in the eyes of the students, and more ammunition is given to the rational of hating and dreading the subject of social studies.

In typical fifth grade classrooms in the United States the entire spectrum of American History must be covered between August and June. Usually the text begins with the migration theory across the Alaskan archipelago and ends with modern times. The prehistoric age to modern America in 180 days. Students either never make it past the Revolutionary War or are limited to a mere sketch of the history of our nation. Some texts limit the scope and begin with exploration of the New World and end with modern times. This limits the scope to only 300 years, and perhaps the teacher will make be able to cover information up to the turn of the century. The text fails to give an understanding of the flavor and reality of the past (Vanderhaegle, 1987). How can the text cover the topic with any depth? Several thousand years of history or even several hundred are hard to compress in a text that should be completed in 180 days.

What is the result of teaching social studies using the textbook as the primary or only source of information? Students are often limited to factual and knowledge based questions (Woodward, Elliot, & Nagal, 1986).

Some higher level thinking is addressed by the text, but it is limited by the inability of the text to cover any one topic in depth. The coverage of the text is limited to only the surface of major topics, rather than thought provoking details. Using the textbook as the primary source, as a "surrogate teacher" (Woodward, et al.) results in inadequate teaching and students with a negative attitude toward social studies.

The textbook as it is produced today is seemingly useless. Now what? How then do educators teach the social studies curriculum without a text. The text has been the guide for so long, it is difficult to imagine an alternative. How do educators break free of the textbook tradition that has held students and teachers in a prison of limited information and dry presentation?

Literature as the Alternative

Literature used in the curriculum to teach social studies is the alternative. A whole new world is available to the student through the use of historical fiction, drama, poems, and myths. Stories can revive the curriculum to the point of interest and awaken students to enjoy social studies as a subject. "The story can be the framework upon which he/she can construct and develop historical concepts" (Drake & Drake, 1990). By using literature in the classroom students and teachers have more alternatives within the social studies curriculum.

"Since literature is an important part of our cultural heritage, it is natural to integrate it into the social studies curriculum" (Palmer, Davis,

& Smith, 1992). Literature used within the social studies curriculum can bring concepts to a more realistic level for the student. Students have the opportunity through literature to learn about other time periods, people, and places (Palmer, et al.). With this opportunity students become more aware of the world around them, which is one of the major goals of social studies.

In a study done by Freeman and Levstik (1988), historical fiction has a specific value in the elementary social studies curriculum. Historical fiction not only supports the goals of the social studies curriculum, according to Freeman, et al., but also provides an interpretation of historical events that children can analyze and discuss. The research also states that the use of historical fiction allows children a broader understanding of history, as well as an increased motivation to read, write, and study historical events. Historical fiction becomes a great motivator to learn about the social studies content. "Historical fiction can lead children to a more personal encounter with history" (Freeman, et al.).

Geography is also a topic of social studies that can be enhanced through the use of literature. Teaching about America's national parks is the focus of a study done by Dougherty (1992). Through the use of The Talking Earth by Jean Craighead George, Daugherty develops lessons and activities that enhance student study of U.S. geography and precious park lands.

The geographical concept of location is also addressed by Louie (1993). Using children's literature brings the places to the children.

Students don't simply rely on facts, but use stories to learn about location. Louie suggests many books and activities that can be used in the K - 5 curriculum to teach different concepts of location. Louie finds this method of teaching location "very effective."

Using literature in the classroom has further benefits. Brown and Abel (1982) suggest literature offers more than "sterile facts" for the students and "seems to have a far greater impact on students to be able to visualize the time" through the use of literature. The research also found that students were able to relate better to historical societies when comparing themselves to the time periods of the past. Literature facilitated this ability for comparison. The research analyzes many books that are appropriate for intermediate and secondary history courses in the United States. Brown, et al. divide these books into categories to help teachers select appropriate books for classroom use.

The research of Gallo and Barksdale (1983) confirm the value of the novel in the classroom. "Novels are far livelier than history texts" (Gallo, et al.) Novels offer the opportunity for students to gain the same information in the history text, yet still enjoy the presentation of the material. Students become more involved with the reading and become more willing to read a two hundred page novel over a chapter in the history text (Gallo, et al.) Certainly this motivation to learn social studies has merit in the classroom.

"Educators confidence in the power of the narrative and the dynamics of the story form has increased steadily" (Clarke & Smyth, 1993).

Teachers are moving toward the use of trade books and literature in the classroom (Coonrod & Hughes, 1992). The use of literature allows teachers to extend beyond the confines of the textbook and open new areas for themselves and their students. Literature enables the instructor to expand beyond traditional expectations in the social studies curriculum (Clarke, et al., 1993).

"The use of the narrative in the study of the social sciences supports the learning of students in productive ways" (Busch & Cousin, 1990). Students develop new understanding of the topic through the use of a narrative. The concepts of the social studies curriculum is solidified with the use of literature (Busch, et al.). The narrative has a "specific impact" on the understanding of the social studies content (Levstik, 1989).

In bridging the multicultural spectrum of the social studies curriculum literature also provides the means of presenting the content to children. "There is a vast wealth of new books that deal effectively with other cultures and help children travel, at least in their minds, to other places and other times" (Stewig, 1992). Books both fiction and non-fiction help teachers to present material about different regions of the world within an interesting format. Rasinski and Padak (1990) also believe that "children's literature can be a powerful way for children to learn about and learn to appreciate other cultures." The literature provides a context of understanding for children as they learn about other people and places. The students become more aware of their own culture and beliefs while gaining a keen awareness of others (Rasinski, et al.). "Many aspects of a

culture are revealed through the literacy expertise of the author and the artistic talent of the illustrator" (Pruitt, 1990). Learning the uniqueness of other culture is further developed through literature and illustrations. Teaching about holidays is also enhanced through the use of literature in the classroom (Lombard, McGowan, Dunnagan, 1993). Students through use of multicultural literature develop the concept of citizenship, a major concept in the social studies curriculum.

When using literature in the social studies curriculum, an option available to teachers is integration of language arts and social studies. With the use of books in social studies, it seems natural to combine the two disciplines. It is also practical given the time limitations in the classroom. By using the same literature text not only are the social studies objectives being met, but the same text can also teach reading and writing objectives (Laney, Moseley, & Crossland, 1992). Reading books helps develop positive attitudes and motivations toward reading (Mooney, 1994). By developing this positive attitude using literature books in social studies, the results cross the curriculum into language arts. Since reading and writing are essential to any school curriculum, the use of literature texts further expounds upon this necessary part of the school environment.

Literature also provides positive examples of good writing. Students can use the authors as examples to help their own writing development (Jorgensen-Esmaili, 1990). Through theses connections students expand their ability to write and analyze stories. Plot, genre,

main idea, climax, setting, and character development are all themes of language arts that can be developed through the social studies literature. Critical thinking is developed for both language arts and social studies when an integrated literature approach is used (Levesque, 1989).

Literature is a valuable resource in the classroom. When used in teaching social studies, it brings the social studies curriculum to life. Through literature books, the content becomes more meaningful to the student than the textbook version. Students develop an increased interest and desire to learn social studies content when presented through literature. The literature does more than just entertain, it teaches about people, places, and events that have affected and continue to affect our world.

Resistance to Change

Prove it and make it practical. Educators have a sixth sense in thinking that literature will enhance student learning in social studies. There is extensive research condemning the practice of textbook teaching. Unfortunately, most of the research that supports literature is strictly opinion, lesson plans, and practical observation. Although this type of research adds to the argument of using literature in the social studies classroom, it does not prove its necessity or its value.

Drake and Drake (1990) state that in their study using literature to teach the American Revolution to third graders that, "all scores improved from the pretest to the post-test." Let's hope scores would improve. Social

studies is a content course where most of the material learned is newly introduced. Students who have never studied the American Revolution, and most third graders have not, should do exceptionally better on the post-test than the pretest. This proves only that the students learned the content, not that the students learned the content better using literature compared to the textbook. It proves only that the students learned about the American Revolution. So how is literature beneficial?

The research completed by McGowan and Sutton (1988) concludes that there is a gap between theory and practice in social studies teaching. Theorists express the importance of literature, while the textbook is the dominant resource in the classroom. The study faults this gap on lack of substantial research. McGowan and Sutton recommend additional research to instigate the change from textbook to literature.

Furthermore, in many current articles including research done by Kornfeld (1994) literature is a means of teaching content in an "entertaining manner." Wonderful. The students are having a good time, and seem to enjoy social studies. But as educators, are we in the business to entertain, or to teach? The public, parents more specifically, don't want to know about the entertaining good time the students had at school, but do want to know what was learned. There is the perception that if school was entertaining and enjoyable, than the material was not rigorous, and as a result nothing was learned. Educators need to prove that enjoyment and learning are synonymous.

Other research clings to the, "don't throw the baby out with the bath

water" notion. Research by Brozo and Tomilson (1986) suggest that literature should enhance the textbook and not replace it. The textbook is still a valuable resource in the classroom, according to the study, and should not be removed and replaced with a literature only curriculum. Brozo et al. recommend that teachers, "integrate trade books with the texts."

Practical applications are also difficult for educators to find. Yes, there are resources in teaching supply stores and suggestions in professional literature, but there is no one stop shopping that the textbook provides. Relying on the textbook is easy for planning and reduces a sometimes overwhelming load for the classroom teacher. Ease and convenience has it merit in the classroom. Finding the literature, reading the literature, and developing encompassing units based on the literature is not easy. It is not a task that can be easily undertaken on a whim. The theorists have yet to make literature practical for the average classroom teacher, but the textbooks have.

Teaching social studies using literature is also not just going to the library, checking-out all the material on the social studies topic, bringing the material to the classroom for the students to read, and then still relying on the text. Yes, literature is in the classroom, but no it is not being used to teach. The use of literature needs to be systematic and structured. There are ample resources to give guidance and information to educators, but without structure using these materials is still a hit and miss approach. Teachers need a structure to make literature practical.

Another problem in choosing literature to teach social studies is that all the literature is not good. Teachers must sort and sift through the books and the research of others to find the literature that best suits the social studies curriculum. Finding books about American History is easy for the popular time periods such as the American Revolution and the Civil War, but a little more challenging for less popular periods such as the War of 1812 and Reconstruction. However, the challenge becomes greater when searching for other social studies curriculum needs. Extensive research and reading must be done by the instructor before undertaking the challenge of teaching with literature in the classroom.

These challenges for the classroom teacher currently make using literature impractical. Not only is purchasing literature texts for the classroom expensive, but without consolidated resources there is no need for the expense. Teachers need a literature guide and a curriculum outline of recommend literature texts for the entire social studies curriculum. The outline would give teachers a base from which to springboard lessons and ideas, while gradually expanding the literature base to use in the classroom. Teachers have yet to be given such a tool for classroom use.

Recommendations from theorists and practitioners agree that literature should be used in the classroom. However, there is little substantive proof that literature is more effective. Past research on teaching social studies is effective in proving that the textbook is not the best single choice in social studies instruction, but past research fails to prove the value of literature in the social studies curriculum. The

research "suggests" literature to be better or "it seems to be better" or "the students enjoy it more" or "literature is more interesting" are common themes, but the research does not prove literature to be better. Without proof that literature is an effective teaching tool, and without a practical means of implementing the method educators are reluctant to relinquish the texts. Although boring, the texts do teach a marginal amount of content.

Purpose of this Study

Literature based social studies instruction, however, needs to be practical and effective. The purpose of this study is to show the effectiveness of using literature to teach social studies as well as to provide a practical guide for one unit of study. Teachers in an elementary classroom have enormous classroom and curriculum responsibilities. The focus in the United States on reading and math objectives have often caused a slighting of content areas such as social studies. With the extensive responsibilities of the classroom teacher, the time to develop an effective literature based social studies curriculum is a daunting task. The challenges of the classroom leave the instructor with little time to reinvent the wheel, so instructors rely upon the materials provided, which is the textbook. This study was developed to push educators away from the text and toward literature based instruction.

This research offers a guide for one period of American history, World War II. The guide is classroom ready and provides an

outline for implementation in the classroom. With this structure an educator can tailor the ideas to fit the needs of any classroom. The outline provides a base from which the educator can springboard into other areas and develop new ideas. The outline still gives the educator the responsibility of developing curriculum in the classroom.

The research was also designed to prove the effectiveness of using literature in the classroom. Achievement, attitude, and retention of the content were the areas of focus for this study. The research planned to show that the students still learned the same material that was presented in the textbook. The research also planned to show that attitude toward social studies "is better" not just "seems better." However, the key to the research was showing that the students remembered the information better when taught using literature as the basis for instruction. This research was designed to support the theorists who advocate literature use in the classroom for teaching the social studies content.

Chapter III
Research Methodology

Overview of the Project

The primary purpose of this study was to determine the impact on learner retention of social studies content comparing the treatment, literature based instruction with the teaching of social studies, and the control, use of a traditional model of teaching. A secondary purpose of this study was to compare the achievement of those students who were instructed with a literature based approach and those who were instructed using traditional techniques. Comparing learner attitude toward social studies before and after implementing the treatment and control was a third purpose of the study.

The study was conducted over a six week instructional period. World War II was the content focus for the unit of instruction. Three different instruments were used to measure retention, achievement, and attitude towards social studies learning.

Hypothesis

The following hypotheses were tested in this study:

1. There is a significant difference in learner retention of social studies content when students are instructed using a literature based approach compared to when students are taught using traditional teaching strategies.

2. There is a significant difference in learner achievement in social studies when students are taught using a literature based approach compared to when students are taught using traditional teaching strategies.

3. There is a significant difference in student attitude towards social studies when students are taught using literature based instruction compared to when students are taught using traditional teaching strategies.

Description of the Sample

The research sample included 37 fifth grade students. The sample included two intact classes that were chosen due to their relative equivalency (Table 1) and convenience. The two intact classes were assigned by the administration at the beginning of the school year.

The school used in this study is located in a suburban county of Metro Atlanta. The school has an approximate student enrollment of 1300 and is located in a transitional part of the county. Most of the student population falls in the low to middle income range. Approximately 51

percent of the student body receives free or reduced lunch, and about 60 percent of the student enrollment lives in apartment or rental housing. The school's population is transient in nature and serves an increasing immigrant population. Over 64 nationalities and languages are represented by the student body. For approximately 25 percent of the student population English is not the learner's primary language, nor is it the language spoken at home.

The most recent Iowa Test of Basic Skills (ITBS) scores for the current fifth grade classes showed an overall grade level average of 45 percent for Reading achievement and 43 percent for Math achievement. These scores reflect the students who attended the school in the third grade in the 1993 - 1994 academic year. These are approximate ITBS results because all students do not have a third grade score.

Table 1: Sample

Group	n	male	female	Title 1	Focus
Experimental	20	11	9	2	5
Control	17	10	7	0	6
Total	37	21	16	2	11

Instrumentation

To test the primary hypothesis, the researcher designed a retention test covering the taught social studies content (see Appendix A). The test was administered to the students in both the experimental and control groups three weeks after the direct instruction of the unit objectives were completed. Criteria for the test included knowledge of basic facts, comprehension of content, and analysis of the content learned. Students received a percentage score according to their answers. The answer key (see Appendix A) and point distribution were determined before administering the test. All students in both classes completed the test, but the researcher only scored the tests of those students included in the research sample. The researcher scored the tests for both the experimental and the control groups.

In order to test the secondary hypothesis, the researcher designed an achievement test covering the social studies content (see Appendix B). Both the experimental and control groups completed the achievement test immediately following the direct instruction of the content objectives. The instrument used was a test designed by the researcher that asked similar, but not the exact same questions as the retention test. Criteria for the test included knowledge of basic facts, comprehension of content ideas, and an analysis of the content learned. Students received a percentage score according to their answers. The answer key (see Appendix B) and point distribution for the test objectives were determined before

administering the test. All students in both classes completed the test, but the researcher only scored the tests of those students included in the research sample. The researcher scored the tests for both the experimental and the control groups.

To test the tertiary hypothesis, the evaluation instrument used by the researcher was an attitudinal survey. The survey (see Appendix C) was designed by the researcher to test attitudes toward social studies before and after the unit of instruction. The survey was administered two weeks prior to beginning the unit and one week after completing the unit of study. Students were scored according to a set scale of point assignments for answers (see Appendix C). Both the experimental and control groups completed the same survey. All students in both classes completed the survey, but the researcher only scored the tests of those students included in the research sample. The researcher scored surveys for both the experimental and control groups.

Design

The research for this study was designed to test three hypotheses. The researcher tested student retention of social studies content, student achievement in social studies, and student attitude toward social studies. The control group received basic textbook instruction following a traditional teaching approach. The experimental group was instructed with a variety of literature texts designed to enhance the unit of study. Both the control and the experimental groups completed the same

evaluation instruments.

Table 2a: Design Non randomized Sample

Group	Pretest	Treatment	Post-test
E	X_1	Y	X_2
C	X_1	-	X_2

X= Attitudinal Survey
Y = Treatment

Table 2b: Design Non randomized Sample

Group	Treatment	Post-test	Retention Test
E	y	a	r
C	-	a	r

y = Treatment
a = Achievement Test
r = Retention Test

Procedures

The research was implemented over a six week period during a daily 45 minute block of social studies instruction. The experimental group also received indirect instruction during a two hour block of Language Arts.

The unit objectives (see Appendix D) covered the World War II curriculum objectives for fifth grade American History. The unit concentrated on geography, politics, economics, social impact, and military objectives during the war. Both the experimental and control groups used the same objectives.

Before beginning the experiment the researcher determined relative equivalency by statistical evaluation using a t-test. Student averages for the third six week grading period were compared (see Appendix E). The researcher used only the third six week social studies averages due to the transient nature of the population in the sample. ESOL students were eliminated automatically from the study.

After determining the relative equivalency of the two sample groups the researcher administered a pre-attitudinal survey to both the experimental and control groups (see Appendix C). The survey was used to determine student attitudes towards social studies prior to beginning the experiment. All students in both groups received and completed the survey, but the researcher only scored surveys of students involved in the experiment. The scores were calculated and compared using a t-test.

A week following the administration of the attitudinal

survey instruction of the unit objectives began for both the experimental and control group. Each group had a different instructor. To control for teaching style differences the researcher met with the instructor of the control group to establish an appropriate climate for the implementation of the experiment.

The control group received traditional teacher directed instruction. Students were required only to read the textbook and answer the questions at the end of each chapter. Few outside resources were provided for the students' use. The lesson plans followed the basic instructions provided in the teacher's guide (see Appendix F). The control group received this type of instruction for the entire length of the experiment.

The experimental group was taught by the researcher. Students in the experimental group were taught using a variety of literature, including the textbook (see Appendix G). Students used the book Number the Stars as their primary lesson focus, and other literature books to supplement the instruction (see Appendix H). Students were required to complete a project based on the literature at the end of the unit (see Appendix I).

After completing the unit of instruction the researcher compared the achievement of both groups. Both the control and the experimental group received the same achievement test (see Appendix B). All students in both classes received and completed the test, but the researcher only scored the tests of those students involved in the experiment. The researcher scored tests from both groups and compared the results using a t-test.

One week after the completion of the unit, a post-attitudinal survey was administered. The results were scored and compiled by the researcher. The results were compared using a t-test.

Three weeks after the administering of the achievement test students were given a retention test (see Appendix A). Students in either group had not received any additional direct instruction related to the unit objectives. All students in both classes received and completed the retention test, but only the tests of students involved in the experiment were scored. The researcher scored the results of both tests and compared the results using a t-test.

To control for teacher bias in scoring the results, students were given numbers. The researcher had also predetermined the point value of each question as well as prepared an answer key on all evaluation material.

Method of Data Analysis

A t-test was used to determine relative equivalency prior to the beginning of the experiment. Third six weeks social studies averages were used.

T-tests were also used by the researcher to compare the results of the pre- and post-attitudinal surveys, the achievement test, and the retention test. The alpha value of .05 was used to determine critical t.

Chapter IV

Results and Conclusions

Purpose

The purpose of this study was to compare the traditional textbook method of social studies teaching to a literature based approach teaching the same content. Two fifth grade classes were taught a six week social studies unit. The control group was taught using the traditional textbook approach, while the experimental group was taught using a variety of literature sources. There were a total of 37 students involved in the research study. The researcher used an attitudinal survey, an achievement test, and a retention test to evaluate and compare the two instructional methods.

Results of Data Collection and Analysis

Retention

The study attempted to provide evidence that would support using a literature based social studies approach to teaching rather than a traditional textbook method to increase student retention of the content knowledge. The study did show a significant difference in retention as as shown in Table 3.

Table 3

t -test Results

Retention

Group	n	$\bar{x}$	s	t
E	20	73.6	19.17	
C	17	59.18	21.81	2.13

E = Experimental Group

C = Control Group

n = number in the sample

$\bar{x}$ = mean

s = standard deviation

t = 2.13

critical t .05, 35 = between 2.042 and 2.021

calculated t > critical t, there is a significant difference

Achievement

This study attempted to provide evidence that would support using a literature based social studies approach to teaching rather than a traditional textbook method to improve student achievement. The study showed no significant difference as shown in Table 4.

Table 4

t -test Results

Achievement

Group	n	$\bar{x}$	s	t
E	20	80.9	19.41	
C	17	67.65	20.62	2.001

E = Experimental Group

C = Control Group

n = number in the sample

$\bar{x}$ = mean

s = standard deviation

t = 2.001

critical t .05, 35 = between 2.042 and 2.021

calculated t < critical t, there is no significant difference

Attitude

This study attempted to provide evidence that would support using a literature based social studies approach to teaching rather than a traditional textbook method to improve student attitude toward social studies. The study showed no significant difference in the attitude prior to the study as shown in Table 5. However, the study did show a significant difference at the end of the study as shown in Table 6.

Table 5

t -test Results

Attitudinal Survey: Pretest

Group	n	$\bar{x}$	s	t
E	20	16.35	4.13	
C	17	17.06	2.56	.612

E = Experimental Group

C = Control Group

n = number in the sample

$\bar{x}$ = mean

s = standard deviation

t = .612

critical t .05, 35 = between 2.042 and 2.021

calculated t < critical t, there is no significant difference

Table 6

t -test Results

Attitudinal Survey: Post test

Group	n	$\bar{x}$	s	t
E	20	19.55	4.11	
C	17	16.71	3.18	2.31

E = Experimental Group

C = Control Group

n = number in the sample

$\bar{x}$ = mean

s = standard deviation

t = 2.31

critical t .05, 35 = between 2.042 and 2.021

calculated t > critical t, there is a significant difference

Discussion of Results

Social studies isn't so bad after all if the content is interesting. The results of this study show that social studies does not need to be a feared and loathed subject. There is hope for every young student who looks upon the massive social studies book and dreams of an escape from the doldrums of history. By analyzing the collected data, the researcher

determined that there is reason as well as hope for escape from the textbook.

Analyzing only the achievement of the experimental and control groups, there is no calculated significant difference between the two methods of instruction (Table 4). This indicated that both groups have equally mastered the material for the test. If the goal of the social studies curriculum is simply mastery for the test then both methods have equal merit. The traditional textbook method, however, seems more favorable due to its efficiency. Using the textbook as the only means of instruction requires a minimal amount of planning time since textbooks provide a step by step guide, less paperwork to grade, and more free time for the instructor in the classroom and after class. The work required to find and check out books, research the topic as an individual instructor, and develop individualized classroom lessons plans and materials is unnecessary if achievement mastery is the only goal of the instructor.

Retention is the key to the internalization of knowledge. Statistical analysis (Table 3) showed a significant difference in the retention test scores. These results favored the experimental group. These statistics confirm the hypothesis that students taught social studies content using a literature based approach do retain more of the information taught. Arguably, the students in the experimental group learned the material, while the control group simply memorized it. Since learning is the primary purpose of school, than it would seem logical to accept using literature to teach social studies as a recommended method of instruction.

Further analysis shows an attitude change with the experimental group (Tables 5 and 6). Prior to the experiment there is no significant statistical difference between the attitude of the two groups. After the treatment, the experimental group was far more enthusiastic about social studies. The books opened a new world that the textbook could not provide. The students in the experimental group looked forward to social studies. Students began to initiate learning and research, bringing in old family memorabilia, making special trips to the library to find more information, and wanting to know if what happened in "John Wayne movies" was really how the time period was. By taking ownership of the learning the students were able to make it their own. They enjoyed social studies and they remembered what they learned.

The students were also profoundly affected by the literature and pictures of the unit of study. The horrors of war and the triumphs of individual good was clearly displayed in black and white. The students in the experimental group cried when Saddako of Saddako and the Thousand Paper Cranes died. They rejoiced when Ellen escaped from the Nazis in Number the Stars. They were fascinated with the pictures of life in the United States in the 1940's and horrified by the pictures of concentration camp victims and survivors. They even enjoyed the music of the period. With this immersion in the topic through books, the students have a comprehensive understanding of the social studies unit. They have referred back to characters in the books and events from that unit of study and have applied it to current events and current lessons.

Although the researcher does not have specific calculations of the references made by students, a change in thinking patterns has been noticeable.

Hopefully the bottom line on the test is not the only goal. The learning is useless unless the student possess that knowledge and internalizes it. The goal of social studies should not be the random memorization of facts, but the knowing of facts that intertwine with the concepts of events and ideas. These concepts can then be used as a reference to analyze future subject matter or personal life experience of the learner. If the goal of the social studies curriculum is internalized knowledge and concepts, the experimental method of instruction should be implemented in the classroom.

Limitations

The following were limitations in this study that may have affected or influenced the results:

1. The absence of the instructor of the experimental group for a three day period delayed the implementation of the lesson plans. The instruction time for the experimental group was extended by three days.
2. Transfers of students both in and out of the experimental and control classes caused sample numbers to be lower than anticipated.
3. Preparations for ITBS testing decreased the focus of both classes on regular academic subjects.

Implications for Classroom Practice

At the check-out counter of nearly every grocery and convenient store in the United States is a mound of gossip papers. The reading ranges from the TV Guide to the National Enquirer. Some choose to purchase and read these materials, others laugh at the absurdity, but for most there is a natural interest to read the headlines even if nothing is purchased. Few can boast never having read a "Dear Abby", a gossip magazine headline, or watching a biographical or historical program on television. Even the nightly news programs and newspapers feature "human interest stories." With all of this material both visual and written, there must be some type of market for gossip about human existence. There is. In school it is called social studies.

People are naturally drawn to learning more about other people. From the absurd and ridiculous to the stately and serious, people are fascinated with each other. Why not capitalize on this natural people fascination in the classroom? Perhaps it's not necessary to bring in a copy of the National Enquirer, but interesting reading with interesting pictures has benefits in the classroom.

History books are notorious for secretly emitting noxious fumes that put the reader to sleep. These fumes are boredom. Textbooks rarely give insights about the people and places of the period. Textbooks provide reference, but very little human interest. The goal of the fiction, or even non-fiction writer is to write an interesting book. If the book isn't interesting the publisher won't choose to publish it, and the author is out

of luck. With so much interesting material to read why do we choose the textbook as bedside reading for our students instead of interesting literature?

This study has shown that by using literature in the classroom, students retain the information taught and they enjoy learning. The enthusiasm of the students to learn justifies using literature in the classroom, but the student retention of knowledge solidifies the arguments for incorporating literature with the social studies curriculum. To practice this method in the classroom, however should not be haphazard and must be carefully researched in order to produce the ultimate goal: learning.

The instructor in a literature based social studies environment must do research prior to teaching the topic. There are many teacher resources available about some social studies topics, but other topics are more difficult to find. The instructor must preview the material brought to the students. Topics, such as war, have books that are extremely graphic. These books may or may not be suitable in the classroom. The researcher must read the literature. Limiting the material to only chapter books should be avoided. Picture books can be as effective or more effective than chapter books.

For an instructor beginning from scratch, it is unreasonable to think that every unit will have a fantastic literature base. To build a literature based social studies environment takes time. It can not be developed by simply checking out books about a particular topic, putting those books in

the classroom, and teaching from the textbook. There must be a specific plan, as outlined in Appendices D, E, H, and I of this research.

Planning takes time and effort. Preparing an effective literature based social studies method of instruction must be a serious endeavor. The instructor must be committed to the method to ensure effectiveness. The textbook seems a better choice to some when faced with the time factor of literature based instruction. Since achievement is comparative using either method, the difficulty of pioneering a literature based approach can be sidestepped for the easier textbook method. With all the duties and situations a classroom teacher faces it is easy to fall in the textbook trap. Patience is essential to developing an effective literature based approach for social studies. It is not a change that can be made overnight. It must be gradual and comfortable. The instructor must be comfortable for the learner to enjoy.

The results of this research study show that it is time for classroom teachers to make a plan. Gradually teachers can move from a textbook driven curriculum to a literature based approach. Literature used with social studies does improve student retention and enjoyment of the subject matter. It is time to go beyond the textbook and capitalize on the market of human interest that the entertainment and news industry has so easily found and used for profit. We as educators can use literature and measure our profit in happy, educated students.

Recommendations for further Research

The research should not conclude here. The students used in this study were only tested for retention after a three week period. What if the time were extended? Would the significance between the two groups remain? Would attitudes still show a significant difference if more time was spaced between the end of the unit and the administration of the evaluation instruments? These questions can be addressed in future research.

Further research in books and materials to support a social studies curriculum need also to be investigated. Are there enough interesting materials o support a K - 12 social studies curriculum? If so, how much would it cost monetarily? Would this monetary investment be worth the results? Before investing a large sum of money in materials, more proof must be offered that the investment is worth the expense. This research does not justify the massive expense for sets of literature books. More research must be done to validate this expenditure.

What about sources other than literature? By incorporating music, art, video, guest speakers, and film with the literature is the achievement and retention more significant? Does positive attitude increase?

Practicality. How practical is this approach? Is it possible for a teacher to maintain this high intensity level of instruction for 180 days and still teach all other required subjects?

These are all questions that can still be addressed in research

comparing the use of a literature based approach to teaching social studies rather than the textbook method. This research concludes that further investigation is valuable. The results of this research show that the literature based approach is more effective to improve retention and attitude. The research, however, is not extensive enough to justify a complete revamping of social studies instruction in the United States. More research must be done, but the belief of this researcher is that literature is the key to making social studies enjoyable, practical, and memorable for all students.

References

Apostol, C. (1986). Historical novels: beyond the history in the textbook. The History and Social Science Teacher, 18, 112 -115.

Brown, J. & Abel, F. (1982). Revitalizing American history: literature in the classroom. The Social Studies, 72, 279 - 298.

Brozo,W. & Tomilson, C. (1986). Literature: the key to lively content courses. The Reading Teacher, 40, 288 -93.

Busch, K. & Cousin, P. (1990). Incorporating the narrative into the social sciences through the use of literature. Social Studies Review, 30, (1), 41 - 48.

Chaucer, G. (1971). Chaucer's Canterbury Tales. New York: Washington Square Press.

Clarke, G. & Smyth, J. (1993). Stories in elementary history and social studies. Canadian Social Studies, 27, (2), 76 - 79.

Coonrod, D. & Hughes, S. (1992). Using children's trade books to teach social studies to young children, Social Studies Texan, 8, (1), 57 -58.

Dougherty, P. (1992). Reading *The Talking Earth* with middle school students. The Social Studies, 83, (4), 172 - 175.

Drake, J. & Drake, F. (1990). Using Children's literature to teach about the American Revolution in third and forth grades. Social Studies and the Young Learner, 3 (2), 6 -8.

Freeman, E. & Levstik, L. (1988). Recreating the past: historical fiction in the social studies curriculum. The Elementary School Journal, 88, 329 - 337.

Gallo, D. & Barksdale, E. (1983). Using Fiction in American history. Social Education, 47, 286 -290.

Hartoonian, H. & Laughlin, M. (1989). Designing a social studies scope and sequence for the 21st century. Social Education, 53, 388 - 398.

Jorgensen-Esmaili, K. (1990). Making the reading, writing, social studies connection. Social Studies and the Young Learner, 2, (4), 20 - 22.

Kornfeld, J. (1994). Using fiction to teach history: multicultural and global perspectives of World War II. Social Education, 58, (5), 281 -286.

Laney, J., Moseley, P., & Crossland, R. (1992). Teaching fundamental themes in geography using art, music, and literature: two sample lessons. Social Studies Texan,8, (2), 48 -50.

Larkins, A., & Hawkins, M. (1990) Trivial and noninformative content in primary-grade social studies texts: a second look. Journal of Social Studies Research, 14 (1), 25 -32.

Larkins, A., Hawkins, M., & Gilmore A. (1987). Trivial and noninformative content of elementary social studies: a review of primary texts in four series. Theory and Research in Social Education, 15(4), 299 - 311.

Levesque, J. (1989). Integrating social studies with reading and language arts. Social Studies and the Young Learner, 1, (2), 16 - 18.

Levstik, L. (1989). Once upon a time past - history in the elementary classroom. Social Studies and the Young Learner, 2, (3), 3 - 5.

Lombard, R., McGowan, M., & Dunnagan, K. (1993) Invitations to celebrations. Social Studies and the Young Learner, 6, (2), 20 - 26.

Louie, B. (1993). Using literature to teach location. Social Studies and the Young Learner, 5, (3), 17 - 22.

McGowan, T. & Guzzetti, B. (1991). Promoting social studies understanding through literature-based instruction. The Social Studies, 82, (1), 16 - 21.

McGowan, T. & Sutton, A. (1988) Exploring a persistent association: trade books and social studies teaching. Journal of Social Studies Research, 12, (1), 8 - 16.

Mooney, M. (1994). Reading to children a positive step on the road to literacy. Teaching K - 8, 25, (1), 90 - 92.

Morrissett, I. (1981). The needs of the future and the constraints of the past. The Social Studies, 80, 36 -59.

Palmer, J., Davis, J., & Smith, B. (1992). Using children's literature to teach ethnic sensitivity. Reading Improvement, 29, (4), 231 -235.

Pruitt, N. Using children's literature to teach about Asian cultures. Georgia Social Science Journal, 21, (1), 12 - 16.

Rasinski, T. & Padak, N. (1990). Multicultural learning through children's literature. Language Arts, 67, 576 - 580.

Ravitch, D. (1987). What happened to history in the grade schools? The Education Digest, 53, 7 - 9.

Stewig, W. (1992). Using Children's books as a bridge to other cultures. The Social Studies, 83 (1), 36 -40.

Vanderhaeghe, G. (1987). Literature and the teaching of history. History and the Social Science Teacher, 22, 125 -127.

Woodward, A., Elliot, D., & Nagel, K. (1986). Beyond the textbooks in elementary social studies. Social Education, 50, 50 -53.

Appendix A: Retention Test

Name: _____
Date: _____

Retention Test World War II

Matching. Write the letter of the definition that matches the word in the blank. (1 point each)

___1. Nazis	a. aerial attack of an enemy ship pilot kills himself
___2. Manhattan Project	b. title meaning "leader" in German
___3. kamikaze	c. German Political Party, National Socialists
___4. rationing	d. US policy toward Britain to borrow weapons and pay for them later
___5. Normandy	e. hatred towards Jews
___6. Holocaust	f. secret code name for US development of the atomic bomb
___7. anti-semitism	g. dividing of goods during times of scarcity
___8. fuhrer	h. "lightning war"
___9. blitzkrieg	i. the slaughter of the Jews by the Nazis during World War II
___10. lend - lease	j. area of France where Western Allies attacked

Matching. Match the leader to the country he represented during WWII. Write the letter in the blank. Some countries will be used more than once.(1 point each)

___1. Adolf Hitler
___2. Franklin Delano Roosevelt
___3. General Hideki Tojo
___4. Harry S. Truman
___5. Winston Churchill
___6. Joseph Stalin
___7. Benito Mussolini
___8. Neville Chamberlain
___9. Emperor Hirohito

a. Japan
b. Great Britain
c. USSR (Russia)
d. Italy
e. Germany
f. United States

Fill in the Blank. Use the list below to put the correct word in each sentence. (1 point each)

Poland	women
France	December 7, 1941
Czechoslovakia	Third Reich
Auschwitz	appeasement
August 6, 1945	

1. The US Naval Base at Pearl Harbor was attacked by Japanese forces on _____.

2. _____ was completely occupied by German forces until the invasion at Normandy.

3. On the home front _____ were expected to work in factories to help the war effort.

4. The first atomic bomb was dropped by the "Enola Gay" on _____.

5. The German Empire controlled by Hitler from 1933 to 1945 was known as the _____.

6. The invasion of _____ by Germany led to Britain's declaration of

war on Germany.

7. _____ was one of the Nazi concentration camps used to exterminate Jews.

8. The policy of giving in to keep peace is known as _____.

9. _____ was given to Hitler by Britain and France in order to keep peace in Europe.

Essay Questions. Answer in complete sentences.

1. On what two cities was the atomic bomb dropped? What effect did the dropping of the atomic bomb have on the residents of those two cities? How did it effect the outcome of the war. (4 points)

2. Describe Hitler's "Final Solution" policy. What was the result of this policy? (10 points)

3. How did women in the US contribute to the war effort? Why was their effort important to the US? (5 points)

4. What was the result of the D-Day invasion at Normandy? Do you think General Eisenhower made the right decision? Give three reasons to explain you answer. (6 points)

Appendix A

Retention Test Answer Key

Total Points: 53

Matching

1. c
2. f
3. a
4. g
5. j
6. i
7. e
8. b
9. h
10. d

Matching

1. e
2. f
3. a
4. f
5. b
6. c
7. d
8. b
9. a

Fill in the Blank

1. Dec. 7, 1941
2. France
3. women
4. Aug. 6, 1945
5. The Third Reich
6. Poland
7. Auschwitz
8. appeasement
9. Czechoslovakia

Essays

1. Hiroshima and Nagasaki
   Answers may include: radiation sickness, death, surrender, US victory

2. Elimination of all Jews in Germany. Students need to explain the outcome of the Holocaust and the situation at concentration camps. Details will vary.

3. Factory work. Answers can include: taking care of the home front, rationing, weapons building.

4. Answers will vary. Answer must include reasonable explanations to D-Day invasion.

Appendix B: Achievement Test

Name:_____
Date:_____

World War II Test

Matching. Write the letter of the definition that matches the word in the blank. (1 point each)

___1. Nazis	a. aerial attack of an enemy ship pilot kills himself
___2. Manhattan Project	b. Hitler's secret police
___3. kamikaze	c. German Political Party, National Socialists
___4. rationing	d. the Italian dictator
___5. Normandy	e. hatred towards Jews
___6. Pearl Harbor	f. secret code name for US development of the atomic bomb
___7. anti-semitism	g. dividing of goods during times of scarcity
___8. Gestapo	h. "lightning war"
___9. blitzkrieg	i. US Naval Base in the Pacific
___10. Benito Mussolini	j. area of France where Western Allies attacked

Short Answer. Write a brief description of how each person below influenced the events of World War II. (3 points each)

1. Adolf Hitler --

2. Franklin Delano Roosevelt --

3. General Hideki Tojo --

4. Harry S. Truman --

5. Winston Churchill --

6. Joseph Stalin --

Fill in the Blank. Use the list below to put the correct word in each sentence. (1 point each)

Poland	women
France	December 7, 1941
Hiroshima	propaganda
Nagasaki	concentration camps
August 6, 1945	Third Reich

1. The US Naval Base at Pearl Harbor was attacked by Japanese forces on _____.

2. _____ was completely occupied by German forces until the invasion at Normandy.

3. On the home front _____ were expected to work in factories to help the war effort.

4. The first atomic bomb was dropped by the "Enola Gay" on _____.

5. The German Empire controlled by Hitler from 1933 to 1945 was known as the _____.

6. The invasion of _____ by Germany led to Britain's declaration of war on Germany.

7. The Nazis slaughtered millions of Jews and other enemies of the Nazi state in _____.

8. The cities destroyed by atomic bombs were _____ and _____.

9. _____ was a method used by governments during the war to influence the opinions of citizens.

Essay Questions.

1. What effect did the dropping of the atomic bomb have on Japan? Do you think President Truman made the right decision? Give at least three reasons to support your answer. (6 points)

2. Describe Hitler's "Final Solution" policy. What happened to those taken to camps such as Auschwitz? Why was it difficult to convince people that these atrocities occurred? Why were the Nazis who were involved with the Holocaust put on trial for "crimes against humanity?" (15 points)

3. How did women in the US contribute to the war effort? What was the result of their contribution? Why was their effort important to the US? (5 points)

Appendix B

Achievement Test Answer Key

Matching

1. c
2. f
3. a
4. g
5. j
6. i
7. e
8. b
9. h
10. d

Short Answer

1 - 6 Answers will vary. Students must include at least three facts about each world leader.

Fill in the Blank

1. December 7, 1941
2. France
3. women
4. August 6, 1945
5. The Third Reich
6. Poland
7. concentration camps
8. Hiroshima and Nagasaki
9. Propaganda

Essays

1. Hiroshima and Nagasaki. Answers will vary. Answer must support event.

2. The elimination of all Jews in Europe in order to create a Master Race. Explanations must be supported by historical facts. Answers will vary.

3. Factory work, rationing, manage the home front. Answers will vary.

Appendix C: Attitudinal Survey

Student Survey

Circle the appropriate response below each question. Answer questions honestly.

1. I look forward to learning social studies.

   Always Sometimes Never I don't know

2. The topics we've learned in social studies interest me.

   Always Sometimes Never I don't know

3. My favorite topic this year in social studies has been

   _____ I don't have a favorite

4. I like reading historical fiction.

   Always Sometimes Never I don't know

5. I like studying maps.

   Always Sometimes Never I don't know

6. I think social studies is interesting.

   Always Sometimes Never I don't know

7. Factual books about social studies topics interest me.

   Always Sometimes Never I don't know

8. I like to read.

   Always Sometimes Never I don't know

9. My favorite subject is social studies.

   Always Sometimes Never I don't know

Attitudinal Survey Scoring Scale

For each question of the attitudinal survey each student's answers were scored on the following scale:

Always = 3 points

Sometimes = 2 points

Never = 1 point

I don't know = 0 points

The scores were added for each survey in the experimental and control groups. Higher point scores reflect a greater interest in social studies. A statistical comparison of the scores of the experimental and control groups were made using a t-test.

The question asking for the student's favorite topic in social studies is for the researcher's knowledge and will not be scored using a t-test.

Appendix D: Unit Objectives

The United States and World War II
Objectives

Unit Objectives:

Geographical

1. Locate and label the countries of Europe on a map.
2. Locate islands in the Pacific important to the war on a map.
4. Locate Pearl Harbor on a map.
5. Locate German Concentration Camps on a map.
6. Locate the European capitals on a map.

Political

1. Analyze the growth of Imperial Japan.
2. Analyze the relationship of the Axis powers.
3. Analyze Hitler's rise to power.
4. Analyze the effect of Chamberlain's decision regarding Czechoslovakia.
5. Explain Hitler's Final Solution.
6. Identify events of the Holocaust.
7. Identify the purpose and effects of the US internment camps.
8. Analyze the effect of the Atomic Bomb.
9. Identify the political leaders.
10. Identify the warring parties.
11. Identify causes for the war.
12. Evaluate FDR's leadership role.

Social

1. Identify the purpose of the USO.
2. Identify the role of women.
3. Identify the role of blacks.
4. Analyze the changing role of entertainment.
5. Identify major entertainment personalities.
6. Listen to the music of the day.
7. Watch the news reels of the times.
8. Identify patriotic and nationalistic programs in the US.
9. Analyze the attitude of Americans about the war.

Economic

1. Analyze the effect of rationing.
2. Analyze how the war effected the Depression.
3. Analyze the effect of the war on Germany and Japan.

Military

1. Identify major European battles.
2. Identify major Pacific battles.
3. Identify military strategies.
4. Identify major military leaders for the Allies and Axis powers.

Appendix E: Group Equivalency

Raw Scores of Third Six Week Averages

Experimental	Control
82	96
100	79
100	79
97	70
93	88
93	92
92	83
100	97
83	97
93	95
90	98
100	85
100	74
87	81
78	81
57	86
100	95
90	
97	
100	

Third Six Week Averages *t* - *test*

Experimental	**Control**
$\bar{x}_1 = 91.6$	$\bar{x}_2 = 86.82$
$s_1 = 10.59$	$s_2 = 8.78$
$s_1^2 = 112.25$	$s_2^2 = 77.15$
$n_1 = 20$	$n_2 = 17$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{91.6 - 86.82}{\sqrt{\frac{(20 - 1)112.25 + (17 - 1)77.15}{20 + 17 - 2}\left(\frac{1}{20} + \frac{1}{17}\right)}}$$

$$t = \frac{4.78}{\sqrt{\frac{2132.75 + 1234.4}{35}\ (.11)}}$$

$$t = \frac{4.78}{\sqrt{10.58}}$$

$$t = \frac{4.78}{3.25}$$

$t = 1.47$

$df = 35$

critical t .05 = between 2.042 and 2.021

calculated t < critical t, not significant

Appendix F: Sample Lessons of Control Group

Sample Lessons
Control Group

The instructor of the control group will use the textbook American Adventures. The instructor will begin instruction with Unit One: World War II. The instructor will complete chapters one through eight in the order presented in the book. Students in the control group will be required to read and discuss each chapter. At the end of each chapter students in the control group will complete the vocabulary and answer the questions pertaining to the chapter. Students will receive little instruction from sources other than the textbook and textbook supplied materials.

Appendix G: Sample Lessons of Experimental Group

Sample Lesson Description

Sample lessons were designed to be used in a journal format. Students were expected to write and/or draw pictures of the issue presented. Journals were evaluated on many different levels: content, writing skills, spelling, comprehension, knowledge, and writing progress. Journals were made by binding approximately 10 -15 blank sheets of paper together. When the book was completed students had a bound record of their progress and learning that was added to their portfolio.

The literature book was the focus of the unit, but not the only part of the unit. The textbook and other trade books were used to support the curriculum objectives.

Sample Checklist for evaluating Journals

1. Picture
   - neatness — 10 points
   - color — 10 points

2. Information and accuracy
   - complete answers with accurate information — 65 points

3. Spelling / Grammar / Sentence Structure — 15 points

Journals provided the researcher an accurate assessment of student understanding of the literature book and the social studies content.

Sample Lesson Plans

Thematic Book: Number the Stars by Lois Lowry

Main Idea:

Annemarie and her best friend Ellen live in Copenhagen, Denmark. Their families live in the same apartment building and are good friends. The War grows in Europe, even Denmark is occupied by Nazi soldiers. There are many shortages in Denmark so that the soldiers have needed supplies. The girls remember the times before the war.

Times continue to change as the "relocation" process of the Jews begins in Denmark. Seemingly overnight the Gestapo has moved in to remove Danish Jews. Ellen is Jewish. Annemarie and her family must be brave to save their friends from the Nazis and the concentration camps of Europe.

Number the Stars gives an excellent portrait of occupied Europe during World War II. It gives an accurate description of the daily struggles and the struggle to regain freedom.

How to use this book

Read the story Number the Stars aloud or allow students to read individually or small groups. (The number of books and class design will determine how best to present the novel.) Use the novel journal for assignments. The journal will allow teacher and student to monitor daily progress. A finished journal is an appropriate portfolio addition.

Lesson 1

Read chapter 1.

Discuss what happens when Annemarie, Kirsti, and Ellen meet the German soldier. Why were the two mothers worried? What is *The Free Danes*? What is the Resistance? Why is there a shortage of sugar and butter? Why are the soldiers in Denmark?

Journal:

Describe the situation for Danes in Denmark. Why are there shortages? How do the soldiers make the people feel? Draw a picture of the soldiers stopping the girls.

Related Topics: German occupation, Rationing Supplies, Resistance,

Location of Denmark

Lesson 2

Read chapter 2.

Discuss the story of King Christian. What happened to Denmark when the soldiers came? Why is Sweden still free? What had happened to Lise? Why are the fairy tales important to the Danes? Who is Peter?

Journal:

Describe why the Danes loved King Christian? Would Annemarie be willing to give her life for him? What happened to Lise?

Related Topics: German aggression in Europe, Fairy Tales

Lesson 3

Read chapter 3.

Discuss what happened to Mrs. Hirsch. What were the Germans beginning to do to Jewish shopkeepers? Why? Will this effect the Rosens? How will Denmark be the bodyguard for the Jews? What is a swastika? Why does the family only eat potatoes?

Journal:

Describe what the Germans are doing to the Danish Jews. Why are Annemarie's parents concerned? Draw a picture of Peter meeting with the Johansens.

Related Topics: The Final Solution, Concentration Camps, Resistance

Lesson 4

Read chapter 4.

Discuss why Ellen is staying with Annemarie's family. Why is Ellen scared? What are the Nazi's doing to the Jews? Where have Ellen's parents gone? Why had the Danes destroyed their Navy? What else has changed in Denmark since the war began? Why is having chicken for dinner a luxury?

Journal:

Describe Ellen and Annemarie's feelings about the new Nazi decree? How are the Johansens going to protect Ellen? Draw a picture of Ellen coming to stay.

Related Topics: Relocation of Jews, Shortages, Black Curtains

Lesson 5

Read chapter 5.

Describe the events of the evening? Why do the Nazis come? Why are these soldiers different from the street soldiers? Why did Annemarie rip off Ellen's necklace? How did Annemarie's father "prove" Ellen was Lise? Why were the soldiers angry?

Journal:

Describe the Nazi's search of the house. How did they treat the family? Why did Annemarie break Ellen's necklace? Draw a picture of the soldiers searching the house.

Related Topics: Gestapo

Lesson 6

Read chapters 6 and 7.

Discuss why the family is going to the coast. Who is Uncle Henrik? Why must they take Ellen and the children away? Why was Annemarie's mother speaking in code? What is Uncle Henrik's home like? What do the girls do when they arrive? Why was there no laughter in the house?

Journal:

Describe why the family must take Ellen away from Copenhagen. Why is Henrik's house safe? Draw a picture of the girls at Henrik's house.

Related Topics: Sweden, Escape for Jews

Lesson 7

Read chapters 8 and 9.

Discuss Great-aunt Birte. Why are Uncle Henrik and Mama lying to Annemarie? Why is Annemarie angry? Why won't Uncle Henrik tell Annemarie everything? Who comes to the house for the funeral? Why is Ellen so happy? What does "a good time for fishing mean?" Why is this funeral different from the other funerals Annemarie has attended? Why does this event seam strange?

Journal:

Describe the event of the funeral? Why does the funeral seem odd to Annemarie? Why are Ellen's parents at the funeral? Why is Peter at the funeral? Draw a picture of the funeral gathering.

Related Topics: Resistance, Smuggling Jews

Lesson 8

Read chapter 10.

Discuss the events of the night. Why did the soldiers come? Why is everyone frightened? What does Mama say to explain why the casket isn't open? What do the soldiers do? Why does Peter read a Psalm? What is the meaning behind this Psalm? What does Peter do once he has finished reading?

Journal:

What is the meaning of the Psalm Peter read at the funeral? Describe what happened when the soldiers arrived. Draw a picture of the soldiers at the house.

Related Topics: Helping Jews, Gestapo

Lesson 9

Read chapter 11.

Discuss what is happening. Why is everyone being bundled for the cold? Why is Mama giving everyone a packet of food? Why will they go to Henrik's boat? Where will he take them? What does Annemarie notice about Peter? Why is different from the old times with Lise? What does pride mean? Why does it now have new meaning to Annemarie?

Journal:

Describe how Peter and Mama prepare the visitors for the journey. Where will they go and why? What does pride mean? Draw a picture of Peter taking the first group into the night.

Related Topics: Resistance, Sweden, Jews

Lesson 10

Read chapters 12 an 13.

Discuss what has happened to Mama. Why Annemarie worried and frightened in the house alone? How does she help her mother? What do Annemarie and her mother find at the foot of the steps? Why does Annemarie's mother send her with the basket? What must she act like if she meets anyone on the road? Why does Mama tell Annemarie to Hurry?

Journal:

Describe what has happened to Mama? How does Annemarie help her? Why must Annemarie run to Henrik's boat? Draw a picture of Annemarie helping her mother.

Related Topics: War in Europe and effects on citizens

Lesson 11

Read chapters 14 and 15.

Discuss Annemarie's thoughts as she runs. Why does she wish she could be like Kirsti? Why does she think of Little Red Ridding Hood? Who does Annemarie meet on the path? Why is she frightened? How do the soldiers treat Annemarie? How does she explain why she is out so early? What do the soldiers do to the content of the basket? How does Annemarie react to the soldiers questions? What does Henrik say when Annemarie arrives? Why is he glad to see her?

Journal:

Describe what the soldiers do to Annemarie and her basket when they meet her on the path? Why do you think the soldiers have dogs? Describe the attitude of the soldiers. Draw a picture of Annemarie with the soldiers.

Lesson 12

Read chapter 16

Discuss what Uncle Henrik tells Annemarie. What does she learn about Peter? What does she learn about the packet? How had she saved Ellen and her family? Why did Uncle Henrik say she was brave?

Journal:

Describe the importance of the packet. Why was it so important for Annemarie to reach Henrik? Why was Annemarie brave? Draw a picture of Annemarie with Uncle Henrik.

Related Topics: Swedish neutrality, Scientific discoveries during the war

Lesson 13

Read chapter 17 and the Afterword.

Discuss what happened in Copenhagen to symbolize the end of the war. What did Annemarie learn about Lise's death? What happened to Peter? What did Annemarie do with Ellen's Star of David? Why could she now wear it? What does the author write about the story? What parts of the story are true? What is the meaning in the letter written by one young resistance leader?

Journal:

Describe why everyone is happy in Copenhagen. What does a "world of human decency" mean? Draw a picture of Annemarie celebrating the end of the war.

Related Topics: Defeat of Germany

Lessons about the war in Europe and the effect on the people of Europe will add to the lessons of this book. Also include the role the US played during the war.

Appendix H: Bibliography for Experimental Group

Bibliography of Children's Texts
World War II

Aaseng, Nathan. Navajo Code Talkers. New York: Walker, 1992.

Adler, David. We Remember the Holocaust. New York: Holt, 1989.

Ahlberg, Janet and Alan. Peek-a Boo! New York: Puffin Books, 1981.

Bergman, Tamar. Along the Tracks. Boston: Houghton Mifflin, 1991.

Bishop, Claire Huchet. Twenty and Ten. New York: Viking Press, 1952.

Bliven, Bruce. The Story of D-Day.

Burch, Robert. Hut School and the Wartime Home-Front Heroes.

Chaikin, Miriam. Friends Forever. New York: Harper and Row, 1988.

Coerr, Eleanor. Sadako. New York: Putnam,1993.

Coerr, Eleanor. Sadako and the Thousand Paper Cranes. New York: Dell, 1977.

Cormier, Robert. Other Bells for Us to Ring. New York, Delacorte, 1990.

Dahl, Roald. Going Solo. London: Penguin, 1986.

Degans, T. Transport 7-41R. New York, Viking Press, 1974.

Devaney, John. America Goes to War. 1941. New York: Walker, 1991.

Dolan, Edward. America in World War II, 1941. New York: Walker, 1991.

Forman, James. Ceremony of Innocence. New York: Hawthorne Books, 1970.

Freedman, Russell. Franklin Delano Roosevelt. New York: Scholastic, 1990.

Garrigue, Sheila. The Eternal Spring of Mr. Ito. New York: Bradbury Press, 1985.

Greene, Bette. Summer of My German Soldier. New York: Dial Press, 1973.

Hahn, Mary. Stepping on the Cracks.

Houston, Gloria. But No Candy. New York. Philomel, 1992.

Haugaard, Erik Christian. The Little Fishes. Boston: Houghton Mifflin, 1967.

Hautzig, Esther. The Endless Steppe. New York: Thomas C. Crowell Co., 1968.

Inocenti, Robert. Rose Blanche. Minnesota: Creative Education, Ins., 1985.

Leckie, Robert. The Story of World War II.

Leitner, Isabella. The Big Lie: A True Story. New York: Scholastic, 1992.

Levitin, Sonia. Journey to America. New York: Anthem, 1970.

Levoy, Myron. Alan and Naomi. New York, Harper and Row, 1977.

Lowry, Lois. Autumn Street. Boston: Houghton Mifflin, 1989.

Lowry, Lois. Number the Stars. New York: Dell, 1989.

Maruki, Toshi. Hiroshima No Pika. New York: Lothrop, 1980

Mattingly, Christobel. The Miracle Tree.

Maynard, Christopher. Air Battles.

Mellecker, Judith. Randolf's Dream. New York: Knopf, 1991.

Mochizuki, Ken. Baseball Saved Us. New York: Lee & Low Books, 1993.

Morpurgo, Michael. Waiting for Anya. New York: Viking, 1990.

Murray, Michelle. The Crystal Nights. New York: Seaburry Press, 1973.

Noonan, Michael. McKenzie's Boots. New York: Orchard Books, 1988.

Oppenheim, Shulamith. The Lily Cupboard. New York: Harper Collins, 1992.

Orlev, Uri. The Man from the Other Side. Boston: Houghton Mifflin, 1989.

Paulsen, Gary. The Cookcamp. New York: Orchard Books, 1981.

Reiss, Johanna. The Upstairs Room. New York: Harper Collins, 1972.

Say, Allen. The Bicycle Man. Oakland, CA: Parnassus Press, 1982.

Shemin, Margaetha. The Empty Moat. New York: Coward, McCann & Geohegan, 1969.

Shemin, Margaretha. The Little Riders. New York: Coward-McCann, 1963.

Stevenson, James. Don't You Know there is a War on? New York: Greenwillow, 1992.

Stein, Robert. The Battle at Okinawa.
The Invasion of Russia.
The Story of D-Day
The Story of the Battle of the Bulge.
Warsaw Ghetto

Taylor, Mildred. The Road to Memphis. New York: Dial Books, 1990.

Taylor, Theodore. The Cay.

Tsuchiya, Yukio. Faithful Elephants.

Uchida, Yoshiko. The Bracelet.

Uchida, Yoshiko. Journey Home.

Uchida, Yoshiko. Journey to Topaz. New York: Scribner, 1971.

Wild, Margaret. Let the Celebrations Begin.

Yolan, Jane. All the Secrets of the World.

Appendix I: Culmination Project for Experimental Group

World War II
Newsreel Project

Objectives

1. Students will become experts on a particular aspect of WW II.
2. Students will use trade books and reference material to research the chosen topic.
3. Students will organize and analyze information.
4. Students will present the information to the class orally with visual aids.

Procedure

Choose one of the following topics to study and research. The topics are about WW II.

Topics

1. Music and entertainment in the US
2. The Holocaust
3. War in the Pacific
4. Normandy Invasion
5. Hitler and the Third Reich
6. Rationing in the US
7. Women and the War
8. The atomic bomb
9. Your choice

Project

We will work in groups. Research and find information about your topic. Develop a Newsreel report to share your information to the class. You will write a script and create visual aids. We will film your presentation!!!!

Individual Evaluation

Information - 100 points

60 points - research and accuracy

40 points - script

Presentation

50 points - oral presentation

diction

projection

clarity

posture

40 points - visual enhancers

10 points - cooperation

Appendix J: Retention Test Raw Scores

Retention Test Raw Scores

Experimental	Control
55	35
60	64
100	64
70	42
74	85
58	20
72	92
100	72
53	77
70	31
83	75
100	45
100	51
72	30
55	81
33	70
79	72
92	
57	
89	

Appendix K: Retention Test Statistical Results

Retention Test Statistical Results
t- scores

Experimental

$\bar{x}_1 = 73.6$

$s_1 = 19.17$

$s_1^2 = 367.41$

$n_1 = 20$

Control

$\bar{x}_2 = 59.18$

$s_2 = 21.81$

$s_2^2 = 475.53$

$n_2 = 17$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{73.6 - 59.18}{\sqrt{\frac{(20 - 1)367.41 + (17 - 1)475.53}{20 + 17 - 2}\left(\frac{1}{20} + \frac{1}{17}\right)}}$$

$$t = \frac{14.42}{\sqrt{\frac{6980.79 + 7608.48}{35}(.11)}}$$

$$t = \frac{14.42}{\sqrt{45.85}}$$

$$t = \frac{14.42}{6.77}$$

$t = 2.13$

$df = 35$

critical t .05 = between 2.042 and 2.021

calculated t > critical t, There is a significant difference.

Appendix L: Achievement Test Raw Scores

Achievement Test Raw Scores

Experimental	Control
89	80
86	61
100	56
95	28
66	69
84	83
69	44
98	98
45	86
94	95
78	83
100	39
100	63
70	48
48	53
41	81
88	83
98	
69	
100	

Appendix M: Achievement Test Statistical Results

Achievement Test Statistical Results
t- scores

Experimental	**Control**
$\bar{x}_1 = 80.9$	$\bar{x}_2 = 67.65$
$s_1 = 19.41$	$s_2 = 20.62$
$s_1^2 = 376.94$	$s_2^2 = 424.99$
$n_1 = 20$	$n_2 = 17$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{80.9 - 67.65}{\sqrt{\frac{(20 - 1)376.94 + (17 - 1)424.99}{20 + 17 - 2}\left(\frac{1}{20} + \frac{1}{17}\right)}}$$

$$t = \frac{13.25}{\sqrt{\frac{7161.86 + 6799.84}{35}(.11)}}$$

$$t = \frac{13.25}{\sqrt{43.88}}$$

$$t = \frac{13.25}{6.62}$$

$t = 2.001$

$df = 35$

critical t .05 = between 2.042 and 2.021

calculated t < critical t, no significant difference

Appendix N: Attitudinal Survey Raw Scores

Attitudinal Test : Pre and Post test Raw Scores

Experimental		Control	
Pretest	Post test	Pretest	Post test
13	18	13	12
18	18	18	16
21	21	22	20
17	23	13	17
19	21	20	21
18	18	12	16
16	22	18	19
24	25	19	18
12	17	17	21
17	15	16	18
10	19	16	15
19	23	18	11
25	24	17	16
11	10	17	11
13	16	19	15
12	22	18	19
14	22	17	19
19	26		
15	13		
14	18		

Appendix O: Attitudinal Survey Statistical Results

Attitudinal Survey Pre test Statistical Results
t- scores

Experimental

$\bar{x}_1 = 16.35$

$s_1 = 4.13$

$s_1^2 = 17.08$

$n_1 = 20$

Control

$\bar{x}_2 = 17.06$

$s_2 = 2.56$

$s_2^2 = 6.56$

$n_2 = 17$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{16.35 - 17.06}{\sqrt{\frac{(20 - 1)17.08 + (17 - 1)6.56}{20 + 17 - 2}\left(\frac{1}{20} + \frac{1}{17}\right)}}$$

$$t = \left| \frac{-.71}{\sqrt{\frac{324.52 + 104.96}{35}(.11)}} \right|$$

$$t = \frac{.71}{\sqrt{1.35}}$$

$$t = \frac{.71}{1.16}$$

$t = .612$
$df = 35$

critical t .05 = between 2.042 and 2.021

calculated t < critical t, There is no significant difference.

Attitudinal Survey Post test Statistical Results
t- scores

Experimental	**Control**
$\bar{x}_1 = 19.55$	$\bar{x}_2 = 16.71$
$s_1 = 4.11$	$s_2 = 3.18$
$s_1^2 = 16.89$	$s_2^2 = 10.10$
$n_1 = 20$	$n_2 = 17$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{19.55 - 16.71}{\sqrt{\frac{(20 - 1)16.89 + (17 - 1)10.10}{20 + 17 - 2}\left(\frac{1}{20} + \frac{1}{17}\right)}}$$

$$t = \frac{2.84}{\sqrt{\frac{320.91 + 161.6}{35}(.11)}}$$

$$t = \frac{2.84}{\sqrt{1.52}}$$

$$t = \frac{2.84}{1.23}$$

$t = 2.31$
$df = 35$

critical t .05 = between 2.042 and 2.021

calculated t > critical t, There is a significant difference.